School: Wynne Intermediate School of Innovation

School Mission Statement: We Place Individual Student Success Above All Else.
Our Vision: Every student at Wynne Intermediate School of Innovation will mature academically, socially, and emotionally using their hands, heart, and mind.

| Needs Assessments: Parent, Teacher, Paraprofessional and Student surveys

School of Innovation Council/Title 1 Committee parent/student input

ATLAS Data

High Reliability Level 1 Survey | **The needs assessment completed by the teachers at the WIS of Innovation revealed the following:**
Teachers have high expectations for learning and inform parents of required grade level skills. Teachers feel safe at school, and all staff including teachers and parents work together as a team to improve student performance. Teachers remind parents of digital resources that can be used at home to enhance learning. According to classroom data, students need the most help in the area of Reading Comprehension/Literacy skills and writing. The majority of teachers feel that the individual assistance provided by all small groups and one-on- one interventionists results in academic growth. When bullying is an issue, 49.4% of the teachers report that verbal bullying is the issue. Of the teachers surveyed, 40% say bullying has not been an issue in their classroom, and 37.6% reported that bullying is very seldom a problem. When bullying was reported as a problem, the majority of those teachers reported that it stopped. Teachers use Rooms Communication, Go Jacket App, the radio as well as text, phone calls, and written reminders to successfully communicate with parents.

The needs assessment completed by the parents at WIS of Innovation revealed the following:
Based on the data presented, parents are aware of the academic standards and skills required to master at each grade level and believe that teachers have high expectations for student learning. Parents feel welcome at school and agree that their ideas and opinions are valued by staff. Digital resources are used by parents to enhance learning at home. Parents understand that literacy is the greatest deficiency with math being the second need, when considering which area students need the most assistance or help. Parents were positive about the one-on-one interventions being provided for struggling learners. More than 66% of the parents did not feel bullying was a problem. Those who did report a problem reported verbal bullying to be the greatest issue with social/emotional bullying being a close second. WIS is using a House System and |

reward store to work on these issues. The survey indicated that some parents use the Home Access Center, but communication between teachers and parents occurs in other ways such as Parent Nights, Rooms Communication, Go Jacket App, and Alerts Messaging System. Parents would like to have workshops to teach them how to better help their students at home, and the second greatest need being workshops to improve literacy skills. And the third greatest need is for help with college/career readiness skills.

The needs assessment completed by the paraprofessionals at WIS of Innovation revealed the following:
Overall, the paraprofessionals are pleased with the teaching instruction at school, the majority feel discipline practices and grading practices are also fair. Paraprofessionals feel safe at school, and all work together as a team to improve student performance. The majority feel that Title I interventions for literacy and math are providing help to increase student achievement. They also feel the greatest workshop need is "how to help your child at home". The majority of Paraprofessionals feel their voice is heard concerning decisions that affect their position. More than 91% say the communication between them and classroom teachers is effective. 100% of the paraprofessionals say that student data drives the placement of students. The majority of paraprofessionals agree they, as well as the students they service, need emotional support.

The needs assessment completed by the students at the WIS of Innovation indicated that the majority of the students surveyed (444) feel safe at school. On the playground and to and from the bus are our areas of focus, to help students feel safer at school. The students indicated they feel respected and important at school and their opinion is valued. Students also noted that teachers communicate the standards, set high expectations for learning and provide help when needed in the classroom. Students overwhelmingly felt that they have at least one adult at the WIS they can talk to if they have a problem. The majority of the students continue to report they had not been bullied.   Of those bullied, 25.2%, said when they reported it, the bullying stopped. Of the bullied students, verbal bullying was the highest category with social/emotional following a close second.

ATLAS Data: The 2023-2024 ATLAS was administered in the spring of 2024. The data will not be published to the public but will serve as a baseline for academic growth for the 24-25 school year.   Below are the scores for achievement, growth, and growth for the bottom 25% in ELA, Math, and Science. We showed an overall 3% growth.
WIS Letter Grade -"C"
Achievement - ELA (41.13%), Math (37.30%), Science (36.29%)
Growth -ELA (54.71%, Math (52.25%), Science (47.60%)

	Growth Bottom 25% - ELA (46.34%), Math (53.92%), Science (47.06%) *3rd Grade* ELA (42%), Math (38%), Science (39%) *4th Grade* ELA (38%), Math (40%), Science (33%) *5th Grade* ELA (38%), Math (34%), Science (32%) **Virtual Academy: Learning at Home K-12 Virtual School** The Virtual Academy will provide full inclusion for school activities including athletics, field trips, and other school sponsored events and organizations. Providing personalized instruction and small group interventions with face-to-face instruction while working from home.
Goal/Anticipated Outcome: What are we going to do to improve student achievement and meet student needs?	**Goal 1. The WIS of Innovation will increase the percentage of students meeting or exceeding expected growth in math and literacy.** **Goal 2. The school will provide all students with opportunities to develop critical soft skills based on the five guiding principles that are necessary to prepare students for Success.** **Goal 3. The faculty and staff of WIS of Innovation will promote greater student agency and engagement by fostering collaborative learning opportunities where students actively participate and contribute to their learning.**

Evidence-Based Intervention or Practice:	**EFFECTIVE CLASSROOM PRACTICES:**
● Indistar Wise Ways https://www.indistar.org Located on the bottom of the web page under resources then click on effective practices.	1. All teachers are guided by a curriculum and/or unit guide that aligns essential standards, curriculum, instruction, and common assessments. This guide is created by teachers and contains the resources needed for horizontal and vertical alignment. 2. All teachers will fully implement effective teaching strategies as well as fully understand their role as the facilitators of learning within their classrooms. These practices will be incorporated using the training and collaborative team meetings with a focus on the PLC at Work: <u>Learning by Doing</u>, <u>Best Practices at Tier 2: Supplemental Interventions for Additional Student Support,</u> Marzano's Highly Effective Engagement Strategies: <u>The New Art and Science of Teaching</u>, and weekly grade-level team meetings. 3. All staff will integrate growth mindset strategies and student-focused learning, complemented by a building-wide RTI A & B, as well as a house system, to foster an environment emphasizing social and soft skills development, as well as student voice and engagement thereby encouraging student agency in each individual student.

Step 2: DO

Implementation Timeline
(Including Monitoring of Intervention/Practice)

Action Steps/Tasks	Specific Person(s) Responsible	Resources Including Professional Development	Target Date of Completion	Actual Completion Date
Plan of Action ● Briefly describe your **school's process for ensuring that student progress is being monitored. (academic and attendance)** ● What are you going to do to ensure success for each student (each subgroup)? ● Describe focus areas of instruction				
Action for Goal 1. Academic facilitators and teachers will organize and participate in professional learning communities to analyze all student data and make modifications to the curriculum based on Arkansas State Standards, thereby utilizing the most effective practices across the curriculum.	Kesha McDowell Dena McClain Grade Level Teachers ***this responsibility has shifted to the grade level teachers, facilitated by the guiding coalition team members and supported by the academic facilitators***	**These CTM meetings will now be held on Wednesdays with both grade level and whole group meetings taking place.**	Ongoing	

Action for Goal 1. Counselors and Success Team members will analyze student behavior as well as attendance data. Interventions, behavior plans, and other resources will be utilized to meet the emotional needs of students. A Dean of Students has been added to help with behavior. Emphasis will be on a program that encourages building soft skills within the school community.	Counselors Mary Ransone Blake Sorey Shirley Taylor Dallas Ellis Success Team A Team	Success Team Data RTI A & B Positive Behavior Curriculum House System WIS: E3- Essential Skills THRIVE PD on building culture 5 G.U.I.D.E. Principles *(growth, understanding, interactions, decisions, and empathy)*	Ongoing	
Action for Goal 1. Teachers will conference with students regarding test data to communicate growth needed or glows achieved with expectations of feedback using student goal sheets as a guide for discussions for all students to reach mastery.	-All faculty and staff -Leadership Team	Student **Data Binders** Student MAP testing Goal Sheets PLC Data Alignment ***Using Data Binders & shifting to building wide student led Parent-teacher conferences during the school year**	Ongoing	
Action for Goal 1. The ATLAS Interim will be used as the fall and winter screener and the Summative Assessment will be given in the Spring. All students in	Classroom teachers Academic facilitators	Assessment dates will be sent home on the WIS school calendar	May 2026	

grade 3-5 will be given the DIBELS ORF three times per year. Intervention students are progress monitored monthly.				
Action for Goal 1. The Success Team will meet regularly to analyze student data and determine students in need of more support as the RTI A & B model. The team will discuss individualized intervention plans for those students.	Success Team	Assessment data and intervention data will be analyzed. Minutes recorded in the team drive. Release time will be provided for the Success Team.	Ongoing	
Action for Goal 1. Teachers will meet in professional learning communities to identify essential skills for each grade level and develop common assessments for each of the skills. Teachers will meet in vertical teams to articulate the essential skills. Students are expected to master and extend their learning beyond current grade level using the online resources and curriculum.	Academic Facilitators Peer Teacher Leader *McDowell 3 teachers planning to go through "Teacher Leader Program" Guiding Coalition	WIS Peer Teacher Leaders will provide professional development on literacy and math instructional strategies for each grade level. Release time for Professional Learning Communities (CTM) meetings. Wit & Wisdom coaching We are currently in a partnership with the Solution Tree in the System of Support Project to enhance our PLC implementation	Ongoing	

Action for Goal 1. Teachers will hold student conferences. Students and teachers will collaborate and create goals for each student's personal learning plan.	Academic Facilitators All faculty and staff Students	Student goal documents Data notebooks Collaborative Team Meetings *Book Study: The New Science and Art of Teaching (NASOT) Best Practices at Tier 2	Ongoing	
Action for Goal 1. Staff will monitor the online curriculum student achievement data and progress monitoring data. The data will be disaggregated during professional learning community (CTM) meetings.	Academic facilitators All faculty and staff Counselors Admin	Classroom Data Digital Program Data Essential Standards Data Behavior Data Attendance Data Grade Level Data Warehouse	Ongoing	
Action for Goal 1. Master schedule was restructured to create a school wide RTI time, to best meet the needs of every student. RTI A & B will happen weekly.	All faculty and staff 2:15-3:00 RTI Time	Essential Standards Student Data Digital Data Benchmark Data RTI A & B	Ongoing	
Action for Goal 2: We plan to foster student agency through a variety of strategies, opportunities, and experiences. Focusing on growing students through student engagement.	All Classroom Teachers All faculty and staff A Team	**RTI A & B** Agency by Design: An Educator's Playbook Data Notebooks -behavior (classroom/building/ playground/cafeteria) -Attendance -Essential Standards	Ongoing	

Action for Goal 2: All WIS teachers including new hires will complete the required R.I.S.E Arkansas professional development within the required time frame.	All certified staff	Materials and powerpoints provided by R.I.S.E Arkansas Teachers must show proficiency through documented observations	Ongoing	
Action for Goal 2: Teachers will provide instruction for students that is research based during a literacy block that will include emphasis on word study, morphology, phonics, comprehension, writing and cursive writing. These strategies will be integrated across all other areas of the curriculum.	Certified staff Levelized Phonics Groups for 3rd and 4th grade Dyslexia Interventions with Take-Flight Dallas Ellis Davya Swaite	Curriculum guides Professional development to implement a rigorous literacy program, phonics and morphology instruction Continued use of the WIT and WISDOM curriculum. WIS is in a partnership with Mr. Bill approved by DESE. Phonics First is used in the classroom. Students are placed in a specific Phonics group based on needs. Take-Flight has been implemented for the majority of students who show characteristics of dyslexia.	Ongoing	

Action for Goal 2. All teachers will use Effective Teaching strategies to enhance personalized learning during small group interventions. Students will also use adaptive online resources to fill in gaps.	Kesha McDowell Dena McClain Admin Teacher Leaders	Continued support and evaluations using the Tess Model and a SOR component The Handbook for The New Art and Science of Teaching: Marzano Peer Collaboration and classroom visits for new teachers Release time for new teachers to visit classrooms Continued PD for new teachers CTM's will follow the PLC Model to work with grade levels and vertical alignment.	Ongoing	
Action for Goal 3. Students Participating in Activities Really Counts (SPARC Clubs) will continue for the 2024-2025 school year. The creation of SPARC clubs provides rich experiences for WIS students to connect to global issues and provide college and career readiness experiences. They will participate in many areas of interest.	Dallas Ellis Davya Swaite Samantha South SPARC Committee	Community Resources WJHS & WHS	Ongoing	

Action for Goal 3. Students Participating in The House System. Teams are used to build a family environment and include the entire school. A House Store has been added to help support RTI B allowing students to spend their points on reward items.	House Committee Student House Leaders Student Council Team	We plan to offer House Leader training & support for student leaders during summer	Ongoing	
Action for Goal 3. Students will participate in STEAM activities and Project based learning through the science lab, encouraging students to become creative thinkers and problem solvers.	Lab Teacher	Project based materials and supplies **Proficiency based evaluations for a science grade**	Ongoing	
Action for Goal 3. Students in EAST will participate in the EAST Initiative. The EAST classroom empowers students with technology as well as encourages critical thinking, creative problem-solving, while providing and engaging students in positive, real-world experiences. Selected 4th and 5th will attend weekly EAST sessions.	EAST Facilitator- Kelsi Peterson	Attendance at the East Conference	Ongoing	

Third grade will have a once a month EAST Enrichment.				
Action for Goal 3. The Family and Community Engagement Council and the School of Innovation Council will meet once in the Fall and Spring. Committees will provide more input into the functionality of the school.	Shirley Taylor Kesha McDowell Sherry Breckenridge Stakeholders Davya Swaite Dallas Ellis Emily Denevan Students on Innovation Council Committee	Flexible scheduling of meetings to encourage stakeholder participation.	June 2024	
Action for Goal 3. WIS of Innovation will create a Student Advisory Council to provide student input for the optimal functioning of the school and empower our students to lead. This committee will be composed of the Student Council and the Student House Team	Shirley Taylor Davya Swaite Guiding Coalition Team House Committee McDowell Huddleston	Selection of the Student council committee is met through committee nomination process beginning in 4th grade and finalized by student votes Selection of the Student House Leaders goes through an application process followed by teacher referrals then student points are considered. The students who are selected, remain on the committee as they rotate through the Intermediate building while upholding the criteria deemed fit for a leader	Ongoing	

Step 3: CHECK

Evaluation of Timeline and Procedures

Intervention/Practice Components to be Evaluated	Specific Person (s) Responsible	Procedure for Evaluation	Evaluation Findings	Target date of Completion
Science of Reading Phonics First Take-Flight	Shirley Taylor Mary Ransone Phonics Teachers Davya Swaite Dallas Ellis	Tess Evaluation Data	Student growth data from all sources (testing and digital curriculum) Teacher Personal Goals	June 2026
Student Agency	All Classroom Teachers All faculty and staff A Team	RTI A & B Data Notebooks -behavior *(classroom/building/ playground/cafeteria)* -Attendance -Essential Standards	Student Ownership Decrease in Behavior Incidents Improved Attendance Student Growth and Achievement	June 2026
RTI A & B Time	All faculty and staff	Essential Standards Student Data Digital Data Benchmark Data Behavior Data Attendance Data	Close learning gaps	June 2026

Project Based Learning Lab	Lab Teacher	**proficiency scale** used to create STEAM projects	Students will receive a science grade based on these projects	June 2026
ALEKS with Quick Tables, Lexia, Accelerated Reader, Learning Blade	Academic Facilitators Classroom Teachers Kim Jeffers/Learning Blade	During CTM's the data will be analyzed.	Student growth data from the digital curriculum sources	June 2026
Science of Reading-Literacy Plan/Wit and Wisdom	Shirley Taylor Mary Ransone Kesha McDowell	Novice Teachers will attend R.I.S.E. Training and view the Science of Reading Courses in ArkansasIDEAS Teachers not previously trained in Wit and Wisdom will be provided with this professional development through the Crowley's Ridge Co-op	All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction; and (B) All other teachers shall demonstrate awareness in knowledge and practices of the scientific reading instruction.	Ongoing
Effective Teaching Strategies PLC at Work Process	Admin All faculty and staff Peer Teacher Leader Kesha McDowell Guiding Coalition	Training through the Peer Academy Teacher Leader CTM on literacy strategies to implement small group instruction based on	Research-based Learning on what are effective teaching strategies and implementing PLC communities within the school	Ongoing

		student data. Teachers will analyze assessment data to group students, and practice planning in order to remediate foundational skills and elaborate on reading comprehension skills.	Book Study: Best Practices at Tier 2: Supplemental Interventions for Additional Student Support The New Art and Science of Teaching Agency by Design: An Educator's Playbook	